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ABSTRACT

This project was developed and implemented to increase the target students' phonemic awareness in order to be able to make sense of the alphabetic principle and become successful independent readers. The objectives for the project were for 8 of the 10 target students to score 80% on the posttests of rhyme detection, blending, and the Yopp-Singer Test of Phoneme Segmentation. The target students were presented activities to develop each of the objectives during the 12-week implementation project. One of the three objectives was met by the end of the time frame. Contains 20 references. Appendixes include a phonemic awareness survey; phonemic awareness survey results; Taylor Phonemic Segmentation and Blending Test; Taylor Phonemic Segmentation and Blending Test Graph; First Grade Diagnostic Survey Summary; A.L.L Diagnostic Survey Composite Scores; Pre-Post Test: Rhyme Detection; Pre-Post Test: Blending; Yopp-Singer Test of Phoneme Segmentation; PrePost Test Graph; a 30-item bibliography; Family Letter 1; Family Letter 2; Rhyme Activity Sheet; Ending Sound Activity Sheet; and Family Letter 3. (Author/RS)

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IMPROVING READING READINESS OF AT-RISK FIRST GRADE STUDENTS THROUGH PHONEMIC AWARENESS TRAINING

ED 428 329

by

Linda B. Byers

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A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

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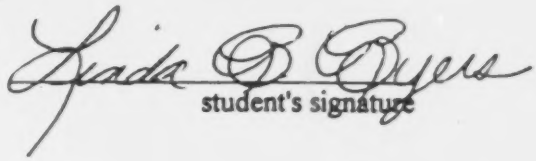

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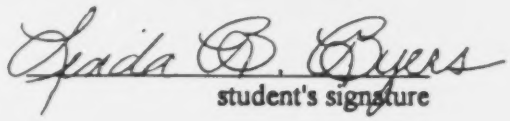

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Abstract

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This project was developed and implemented to increase the target students phonemic awareness in order to be able to make sense of the alphabetic principal and become successful independent readers. The objectives for the project were for eight of the ten target students to score 80% on the post-tests of rhyme detection, blending, and the Yopp-Singer Test of Phoneme Segmentation. The target students were presented activities to develop each of the objectives during the 12 week implementation project. One of the three objectives was met by the end of the time frame.

Appendixes include a phonemic awareness survey, phonemic awareness survey results, Taylor Phonemic Segmentation and Blending Test, Taylor Phonemic Segmentation and Blending Test Graph, First Grade Diagnostic Survey Summary, A.L.L Diagnostic Survey Composite Scores, Pre-Post Test: Rhyme Detection, Pre-Post Test: Blending, Yopp-Singer Test of Phoneme Segmentation, Pre-Post Test Graph, Bibliography, Family Letter 1, Family Letter 2, Rhyme Activity Sheet, Ending sound Activity Sheet, Family Letter 3.

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CHAPTER ONE

PURPOSE

The county where this practicum project took place is located on the south west coast of Florida. This area is one of the fastest growing regions in the nation. This county has 740 square miles of land, 150 miles of coastline and 14 miles of beaches. The average temperature of the county is 74.5 degrees. The population of this county is approximately 242,417. The median age of this population is 44. A large number of rental and condominium communities-largely apartments, villas and manufactured (mobile) homes accommodate winter residents. Thirty-one percent of county senior citizens live in manufactured homes.

More than half of the county's employment is found in local service industries and the retail trades. Both are supported in large part by a $250 million tourism industry and a large retirement community. An orange juice plant is the largest manufacturing employer in the county, employing more than 3,500. An estimated 10,000 people are employed in the agriculture industry bringing in more than $300 million in annual sales. The top agricultural commodities are vegetable crops and live-stock. The per capita income is $24,758. The rate of unemployment for this county is approximately 5.1%.

Within this county are 26 elementary schools. There are also eight middle schools, five high schools, one technical institute, one adult high school and one community college. The total school

enrollment for grades pre-kindergarten through grade 12 is 31,903. The total instructional staff is 1,694. The number of administrators is 113.

The elementary school where this practicum study took place has 71 employees. The instructional staff consists of 43 employees. Twenty-six employees have a bachelors degree and nine have a masters degree. This school also houses one full time music teacher, one full time physical education teacher and one part time art teacher. The student population of this school is 642. Sixty five percent of the students have free or reduced lunches. The ethnic breakdown is 54% White, less than .5% Asian, 14% Black, 30% Hispanic, less than .5% Multi Cultural. This school is located in a rural part of the county, therefore, 79% are bus riders, 21% are car riders, 1% are walkers. This school has one migrant pre-kindergarten class, one early intervention class, four kindergarten classes, four first grade classes, four second grade classes, four third grade classes, two fourth grade classes, one fourth grade Targeted Alternatives Strategies Class (T.A.S.C.), two fifth grade classes and one fifth grade T.A.S.C. class. This school also houses one full time primary Learning Disabilities unit (L.D.), one full time intermediate L.D. unit, one Specific Learning Disabilities(S.L.D)resource unit, an Emotionally Handicapped (E.H.) unit and one Varying Exceptionalities (V.E.) unit. The average class size in 22 students.

The history of this school dates back to 1910 with the first building being a log cabin used as a school. In 1926 two additional structures were built. Four permanent structures were constructed in 1956. These structures along with one of the 1926 structures were renovated four years ago. At this time four additional buildings were constructed. This school is located on eight acres of land. This school went from being the least technological to the most technological school in the county.

The writer has a bachelor's degree in early childhood and elementary education and has training in working with English Speakers of Other Languages (E.S.O.L) students. The author is currently working on achieving a master's of Science degree in reading and is currently working as a full time teacher in an elementary school in the Accelerated Literacy Learning (A.L.L.) program. The author is involved in several committees at the school including the volunteer committee and the placement committee as well as serving as team leader and a peer teacher. This practicum writer has taught at the same school for 16 years and has also had experience teaching kindergarten, first grade and transitional first grade.

One of the most difficult challenges teachers face today is working with at-risk students. Most students at risk in reading are also at-risk in academic achievement. Research has proven that phonemic awareness has been shown to be a powerful predictor of later reading success. Juel, as cited by Griffeth (1992),

states that "poor readers who enter first grade phonemically unaware are very likely to remain poor readers at the end of fourth grade, since their lack of phonemic awareness contributes to their slow acquisition of word recognition skill," (Griffeth,1992,p.518). A survey questionnaire (Appendix A, p.46) was given to the kindergarten, first, second, third and fourth grade teachers at the target school. Of the 20 teachers who received the survey, 19 completed and returned it (Appendix B, p.48). Twelve of the respondents indicated an understanding of phonemic awareness. All of the respondents felt that phonemic awareness is significant in a student becoming a successful reader. The survey indicated that the teachers felt that 199 of the 584 students(34%), were below grade level in reading. Eighteen of the teachers surveyed felt that early phonemic awareness instruction would have benefited those children currently reading below grade level. According to Linhardt (1998), "by the end of Kindergarten the students are easily recognized who are phonemically aware. Those who aren't are the ones who struggle over simple sight words that should be easily recognized by the end of Kindergarten." The survey distributed by the writer confirmed that there was a need for early phonemic awareness instruction.

The Taylor Phonemic Segmentation and Blending Test (Appendix C, p.50) was given individually to first grade students identified by their teachers as needing further help in reading

during Summer School. The test was divided in three parts with six items in each section. The first part assessed the students ability to blend individual sounds together to hear a word. Forty one percent or 16 of the 39 students given the test were able to blend the six words with 100% accuracy. The second section assessed the students ability to segment words into individual sounds. Fifty one percent or 19 of the 39 students were able to segment words into individual sounds with 100% accuracy. The last part of the test assessed the students ability to give individual sounds of a printed word and blend the sounds together. Of the 39 students given the test, 10% or three students were able to perform this part of the test with 100% accuracy. The Taylor Phonemic Segmentation and Blending Test (T.P.S.B.T) results indicate that of the 39 students taking the 18 item test, only one student was able to answer all of the items with 100% accuracy (Appendix D, p.52). The results indicated that a problem exists.

The writer worked with 10 first grade students identified as being at-risk in reading based on the results of the First Grade Diagnostic Survey (Appendix E, p.55) given individually to each first grade student of the target school at the beginning of the school year. The survey consisted of three parts. The first part was letter identification (Appendix E, p.56). This part assessed the students knowledge of capital and lower case letters. A total score of 54 was possible. The second section assessed the

students concepts about print (Appendix E, p.57). This test has proved to be a good indicator of behaviors that support reading acquisition. The total possible score for this section was 24. The last section given was the dictation test which assessed the students ability to record a dictated sentence (Appendix E, p.58). This section directs teachers attention to the child's phonemic awareness. The total possible score for this section was 37. The score for the three sections was added together and students scoring below 100 were determined to be at risk in reading (Appendix F, p.60). The results of these tests confirmed that a problem exists and further instruction is needed to develop phonemic awareness.

The target group consisted of 10 first grade students. Four of the target students are Hispanic females, two are E.S.O.L students. Both of them also attend a speech class. One of the target students is a White female. Three are White males. One of the White males attends speech and Occupational Therapy. The last member of the target group is a Black male. The students come from three different first grade classes. None of the students has been previously retained. Sixty percent or six target group students receive free lunches. Twenty percent or two target group students receive reduced lunches, and the remaining twenty percent or two students do not receive aid. The writer worked with the target group daily for 30 minutes in small groups to develop their phonemic awareness.

The target group of this study was 10 first grade students who had been identified as being at-risk in reading. The outcome objectives for this study were developed to stimulate the development of phonemic awareness of these students through small group instruction.

Objective I

At the end of 12 weeks, eight out of ten target students will hear, identify and match similar word patterns with 80% accuracy as measured by the results of the teacher adapted post-test of rhyme detection (Appendix G,p.62).

Objective II

At the end of 12 weeks, eight out of ten target students will be able to blend sounds together to form spoken words with 80% accuracy as measured by the teacher adapted post-test for blending (Appendix H, p.64).

Objective III

At the end of 12 weeks, eight out of ten target students will be able to separately articulate sounds of a spoken word in order with 80% accuracy as measured by the Yopp-Singer Test of Phoneme Segmentation (1995), (Appendix I, p.66).

CHAPTER TWO

Research and Solution Strategy

Review of Literature

Success in learning to read has been linked to school achievement. Problems in reading constitute the majority of referrals for learning difficulties. The reasons are varied why some students do not thrive in school, but without basic literacy skills children can't excel. Teachers are therefore met with the difficult task of helping at-risk readers develop critical early reading skills before they experience serious failure. Torgensen reported that "one of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely catch up"(Torgensen,1998,p.32). In the articles reviewed, several studies and recent reading research provide a solution strategy for working with at-risk readers.

Research has shown that phonemic awareness is an important ability and that there is evidence that relates phonemic awareness to reading and spelling success. Adams, as cited by Yopp (1995) concluded that children who fail to acquire phonemic awareness "are severely handicapped in their ability to master print" (Yopp, 1995, p. 21). Stanovich, according to Yopp (1995), stated that "most importantly, phonemic awareness tasks are the best predictors of the ease of early reading acquisition-better than anything else that we know of, including IQ" (Yopp, 1995,p 21).

Torgensen (1998), states that "children destined to be poor readers at the end of elementary school almost invariably have difficulties understanding and applying the alphabetic principle in deciphering unfamiliar words" (Torgensen, 1998, p.33). These children find it difficult to use regular patterns in words as an aide to identify new words. As children become older the difficulty in rapid word recognition limits their comprehension because they spend too much time on trying to identify the words.

Adams & Stanovich, as cited by Adams, Foorman, Lundberg, & Beeler(1998), found that when faced with the alphabetic script, upon entering school a child's level of phonemic awareness is the strongest single determinant of the success that she or he will experience in learning to read or the likelihood that she or he will fail. Research provides evidence that children must become very familiar with the alphabetic principle and spelling-sound correspondences in order to be able to read fluently and comprehend what they read. Teachers working with children come to realize that knowledge of letters alone is not adequate for successful decoding.

According to Busink (1997), children first have to realize that words can be *sounded* in order to apply the alphabetic principle. Many young children have not developed the awareness that spoken words have sound structures. Awareness of a words sound structure often does not come automatically.

The findings of Liberman, Shankweiler,& Liberman,as cited by Torgesen (1998), discovered the most common cause of difficulties acquiring early word reading skills is weakness in the ability to process the phonological features of language. Torgensen stated this to be the most important discovery about reading difficulties in the last twenty years. With evidence pointing toward the importance of phonemic awareness as a necessary prerequisite for reading success, many researchers are advising teachers to include phonemic awareness activities in their curriculum.

Phonemic awareness is the awareness that speech is composed of a series of individual sounds or phonemes used to form spoken words. According to Cunningham as cited by Griffeth and Olson(1992), phonemic awareness has been defined as the ability to examine language independently of meaning and to manipulate its component sounds. This awareness requires the ability to attend to a sound in the context of the other sounds in the word.

Wagner, Torgensen,& Rashotte as cited by Adams, Foorman, Lundberg & Beeler (1998) found that the ability to analyze words into sounds is precisely the skill that fosters successful reading in first grade. When people speak others do not attend to the individual sounds. Listeners process the phonemes automatically to derive meaning from the spoken word. The challenge is to get children to attend to the individual phonemes and to see them as separate entities.

Griffeth and Olson (1992), stress that phonemic awareness is not the same as phonics. "It is not learning spelling-to-sound correspondences, and it is not sounding out words. It is an understanding of the structure of spoken language" (Griffith & Olson, 1992, p. 518). Juel, Griffeth, & Gough as stated in Griffeth and Olson (1992), allege that it is unlikely that children lacking phonemic awareness can benefit fully from phonics instruction since they don't understand what letters and spellings are supposed to represent.

Lyon as cited in American Teacher (1998) alleges that students who don't learn sound awareness "just don't make it-they don't make it in school and they don't make it in life. It is extremely important and it is not something that you can pick up" (American Teacher,1998 p.3). Wattenberg, as cited in American Teacher (1998) says that 50 percent or more of students can easily master phonemic awareness and phonics which are the first two components of learning to read. For the remaining children explicit instruction in those components is necessary or they will be put at a distinct and permanent educational disadvantage by the end of third grade.

With phonemic awareness being so critical to learning to read and write an alphabetic script, it is important to include instruction in phonemic awareness since so many children lack this necessary skill. Research shows that phonemic awareness can be taught, and according to Ball&Blackman et al.,as cited by

Adams, Foorman, Lundberg, and Beeler (1998), doing so will significantly accelerate children's subsequent reading and writing achievement. Some evidence has been found that some children who lack phonemic awareness may be due to maturation.

Hurford, as cited by Busink (1997), found this doesn't mean that phonological awareness instructions should be disregarded. By delaying instruction, progress in school could be seriously affected. Most children can acquire the necessary skills more easily when they are specifically trained.

According to Ball & Blackman, Bradley & Bryant, Cunningham, Lie,Lundberg et al. as cited by Yopp (1995), phonemic awareness training is possible and can result in significant gains in subsequent reading and spelling achievement. Children therefore, need not be labeled phonemically unaware and labeled as *poor* readers. Research shows that specific language experiences can significantly increase a child's phonemic awareness and their reading and spelling acquisition.

Several studies conducted have shown that children can be successfully trained in phonemic awareness according to Ball&Blackman, Hohn&Ehri, Marsh&Mineo,Williams, Yopp&Troyer, as cited by Yopp (1992). The subjects of the studies included young children and learning disabled children, the results indicated that training significantly increased phonemic awareness. Lundberg,Frost, Peterson, Bradley and Bryant as cited by Yopp(1992), conducted studies to show how training affects

participants subsequent reading performance. The study consisted of 235 kindergarten students six years of age in 12 different classrooms in Denmark from a lower-socio economic working-class population. The training was 15-20 daily sessions from September to May. The goal of the training was for children to discover and develop phonological structure of language through exercises and games. The activities were performed as a whole group. The control group consisted of 155 students from different kindergarten classrooms with the same socioeconomic backgrounds as the experimental group. The control group participated in a typical kindergarten curriculum in Denmark. All the students were pretested on a series of phonemic awareness tasks at the beginning of the year. At the end of the year posttests were given which showed significantly more increases in phonemic awareness on the experimental group than the control group. Several months later at the beginning of first grade the students were tested again and the trained children still performed significantly better than the control children. Eight months into the school year, after receiving formal reading instruction, the children were given a reading achievement test. The students who previously received phonemic awareness training in kindergarten significantly outperformed those who did not participate in the training. They were also superior spellers.

Another study was conducted by Maurer and Stevens (1997), to see if children who have not been identified as language delayed

but have a low level of phonological awareness, differ in aspects of oral language and orthographic processing skill from those children with higher phonological awareness. The subjects of the study ranged in age from 3 years 10 months to 5 years. They were screened for phonological awareness level on measures of sound categorization, sound elision, and rapid naming of letters/numbers/colors. To screen out hearing problems, an audiological screening was done. A standardized language test was given to identify children who were within normal language development range. The study focused on two groups of typical children: 17 children with high phonological awareness and 26 children having low phonological awareness. The children were typically developing in other areas and were randomly selected from private and public preschool classes in one county in the midwest. After selection, the subjects were assessed on Clay's Concepts of Print test (CAPT. Clay, 1979), the Test of Early Written Language (TEWL, Hresko 1988), and the test of Early Reading Ability (TERA-2, Reid et al., 1989). The subjects were videotaped during different play scenarios. The results indicated that significant difference existed between the two groups centering around the development of print awareness tasks as opposed to other variables involving oral language, play and home environment. The educational implications pose the question of whether those children in the low phonological awareness group will catch up in the future or whether their initially lower

phonological and language/literacy awareness levels are precursors to later reading difficulties. If these measures show a predictive capacity then the implications become clear. There are effective methods available to teach phonological awareness, print awareness, rhyming, and emerging literacy skills to children identified with language disabilities.

A study by Nittrouer (1996) was reviewed pertaining to the relation between speech perception and phonemic awareness with children from low socioecomonic status, children with chronic otitis media and children with both conditions. A control group consisted of children with neither condition. The subjects of the study were 41 children ages seven and eight. The study consisted of three screening tests to demonstrate normal auditory acuity, age-appropriate speech production abilities, and age appropriate reading skills. Then the Peabody Picture Vocabulary Test-Revised (PPVT-R, Dunn & Dunn, 1981) and the Coloured Progressive Matrices (CPM,the children's version of Raven's Progressive Matrices, Raven, 1975) was used to estimate nonverbal cognitive ability. Labeling and phonemic awareness tasks were presented next. Children with histories of chronic otitus media proved to be poorer on the phonemic awareness tests than children without histories on otitus media. Children from low socioeconomic backgrounds showed even poorer phonemic awareness. Children from low socioeconomic backgrounds with and without histories of otitus media performed similarly. The results show support for

the claim that phonemic awareness and the development of perceptual weighting strategies for speech are related. Both tasks depend on having appropriate experiences with a native language during the preschool years.

A study was reviewed by Krause and Moore (1997),to determine if training in cognitive flexibility (the ability to retrieve and use information from a variety of knowledge bases to construct situational meaning in a complex knowledge domain) and phonemic awareness in kindergarten and first grade makes a difference in cognitive flexibility, phonemic awareness, reading and developmental spelling ability from children who receive only phonemic awareness training. The subjects were 280 students from 12 kindergarten and first-grade classrooms in three urban elementary schools. The students passed vision and hearing screenings and were given four pre and post tests. The subjects were placed randomly in either the group for cognitive flexibility training, followed by phonemic awareness training, or the group for phonemic awareness training only. The study was for ten weeks. During the first five weeks students in the first group participated in game like activities to develop divergent thinking. Students in the second group listened to stories read aloud by the teacher. During the second five weeks all students received identical, whole-group phonemic awareness training. The results of this study indicate the cognitive flexibility training is effective for low-cognitive flexibility children and greater

gains in cognitive flexibility are associated with higher phonemic awareness and spelling scores and growth in reading for these children. The importance of the study shows that increased cognitive flexibility may strengthen the effectiveness of phonemic awareness, reading and spelling instruction for kindergarten and first-grade children with low cognitive flexibility.

Nation and Hulme (1997) conducted a study to examine the relationship between different types of phonological awareness and reading and spelling ability. The participants were 75 children ages five through nine. The subjects came from a number of classes in different primary schools of predominately white lower middle class neighborhoods. The children received a mixture of whole language and phonics reading instruction. No selection criteria were used. Four phonological awareness tasks were administered, two measuring sound categorization and two measuring segmentation ability. As a result, sound categorizations (rhyme and alliteration), and phonemic segmentation performance increased with age, the ability to segment spoken nonwords into onset-rime units did not increase with age. Phonemic segmentation was shown to be the best predictor of spelling and reading ability. The study found onset-rime segmentation quite a difficult task at all ages and showed little relationship with spelling or reading development. The findings question the emphasis placed upon rhyming skill as a

predictor of literacy skills. These results suggest measures of phonemic segmentation to be the most sensitive measures to use in screening to identifying early reading problems. The findings also suggest interventions that aim to prevent reading and spelling failure by early phonological training might profit from concentration upon phonemic awareness training.

Snider (1997) performed two longitudinal studies to examine the relationship between phonemic awareness and later reading achievement in primary grades. The participants were 73 kindergarten students in a small rural community. Phonemic awareness was assessed with a simple 50 item test that took about 15 minutes to administer individually. The results showed extreme variability in performance. Twelve out of the 18 students in the lower quartile scoring 13 or less out of 50 on the test and could not do either the phonemic segmentation or manipulation tasks were still in either the public or parochial elementary school three years later. Boys outnumbered girls by a ratio of six to one. All 12 were retested with the phonemic awareness test and read a third-grade passage. Individual interviews were conducted with the students. The results indicate a powerful and predictable relationship between phonemic awareness and future reading achievement. A significant correlation was found between kindergarten performance on phonemic awareness tasks and second grade reading achievement. After a three year follow-up on students scoring poorly, it was found that most of those students

were not fluent readers. Educators are cautioned not to infer that children who perform poorly on phonemic awareness tasks in kindergarten are developmentally delayed or have learning disabilities. Students who perform poorly on tests of phonemic awareness should however, be provided explicit instruction in phonemic awareness as part of beginning reading instruction.

Research indicates that a relationship exists between phonological awareness and learning to read. It further suggests that phonological segmentation and manipulation skills can be taught both before formal reading instruction begins and while reading instruction is in progress(Busink 1997). Stanovich as cited by Busink (1997), suggested that phonological factors associated with failure in learning to read may also be responsible for reading difficulties of below average readers. He suggests that instruction in phonological awareness that benefits children with reading disabilities should also help the poor, below average and average reader. However, reading disabled children should be provided with the groundwork that will allow them to benefit from regular phonological awareness instruction before they can benefit from the remediation given to below average readers.

Research with young children proves that learning to read is related to phonological processing skills and is a continuous process. Training should be provided not only in kindergarten

before formal reading instruction, but in grades one and maybe grade two in conjunction with reading instruction (Busink, 1997). A growing number of reading experts are urging classroom teachers to provide instruction during the preschool and early school years, to facilitate the acquisition of phonemic awareness Yopp (1992). Griffeth, Klesius, and Kromrey as cited by Yopp (1992), found that phonemic awareness is significant in both whole language and traditional classrooms.

Particular attention needs to be given to children who lack phonemic awareness. There are several tests available to determine which students have this critical ability. The Yopp-Singer Test of Phonemic Segmentation (Yopp, 1995) measures a child's ability to separately articulate the sound of a spoken word in order. This test was designed for use with English speaking kindergartners. It can be used as a general assessment tool or as teachers observe individual children experiencing difficulty with literacy-related tasks. First-grade teachers may also administer the test to students at the beginning of the school year to determine children who lack phonemic awareness. This test may also be helpful to teachers of older students to build a profile of strengths and needs of phonemic awareness (Yopp, 1995). This is a 22 item test administered individually. A child's score is the number of items correctly segmented into phonemes. This test had a reliability score of .95 which indicates that it is a valid measure of phonemic awareness and

has significant predictive validity of a student's reading and spelling achievement. By using this instrument children can be identified early who are likely to experience difficulty in reading and spelling (Yopp,1992).

Researchers have emphasized different activities to be included in phonemic awareness training but most would agree that in a training program for phonological process the following three skills must be included (Busink,1997). First, Children must become aware that words may be thought of as "sound objects" apart from their meaning, this would include language play using nursery rhymes, nonsense verse and rhyming games. Second, children must become aware that words consist of discrete sound segments. Instruction would include syllables and onsets and rimes. The third element is to identify the same sounds across different words. A knowledge of letters is not essential. A fourth skill as discussed by Lindamood et al. as cited by Busink(1997) is for children to be able to manipulate the sounds in words and to compare a resulting word to its original. Simple tasks requiring a child to recognize whether pairs of words rhyme enable a teacher to assess phonemic awareness at a basic level.

Spector, as cited by Sensebaugh(1996), recommends instruction in phonemic awareness include rhyming and alliteration at the preschool level. He also recommended that students be taught to segment and blend. Teachers should combine

training in segmentation and blending with instruction in letter-sound relationships. Teachers need to teach segmentation and blending as complementary processes and systematically sequence examples when teaching segmentation and blending. They need to teach for transfer to novel tasks and contexts.

Phonemic awareness is multi-leveled and progresses through five sequential stages (Fitzpatrick, 1997). Level one is rhythm and rhyme. At this level children develop an ear for language through rhyme and alliteration. At level two children listen for sounds within a word; children discover that speech can be broken into syllables. At level three children direct their attention to specific positions of sounds within a word. At level four the students will have acquired a good sense of phonemic awareness and are ready to divide words into separate sounds or phonemes. Level five is the highest level of phonemic awareness. At this level children manipulate sounds within words. The ability to manipulate phonemes strongly correlates with beginning reading acquisition.

Adams, as cited by Blevins (1997), suggests there are five basic types of phonemic awareness tasks which are similar to those discussed previously. She suggests the first task is the ability to hear rhymes and alliteration. Task two is the ability to do oddity tasks. Task three is the ability to orally blend words and split syllables. Task four is the ability or orally segment words and task five is the ability to do phonemic

manipulation tasks. She suggests the first four tasks should be covered by the end of kindergarten and the fifth task should be introduced in middle to late first grade. She further notes that each task does not have to be mastered before moving on to the next, and a mixture of appropriately sequenced activities should be provided throughout the lessons to provide practice with all types of phonemic awareness activities.

Griffeth and Olsen (1992) claim that phonemic awareness activities will not be helpful to a child unless he/she can be placed in the context of real reading and writing. Hohn & Ehri, as cited in Yopp (1992), suggests that there is evidence that attaching the visual symbols to the oral stimulus results in greater gains in phonemic awareness in second semester kindergartners who knew the alphabet.

Yopp (1992) as cited by Sensebaugh (1996) recommends that activities included in phonemic awareness training be playful and fun. They should be used in group settings to encourage interaction among children. The activities should encourage children's curiosity about language and should allow for individual differences. The tone of the activity is not to be evaluative but rather fun and informal. She recommends spending a few minutes daily engaging preschool, kindergarten, and first-grade children in oral activities that emphasize the sounds of language to help them become successful readers and learners.

When children receive continual praise for their success they become competent learners (Feuerstein & Mentzkar, 1993, as cited by Ericson & Juliebo 1998). The teacher can also create phonological awareness activities and letter-sound exercises, which parents can use as reinforcement at home say Ericson & Juliebo (1998). Blevins (1997) states that some studies have shown results in as little as 11-15 hours of intensive phonemic awareness training spread out over an appropriate time period can bring many children's phonemic awareness abilities up to a level at which phonics instruction will begin to make sense.

Solution Strategy

After reviewing the literature, this writer accepts the results of the studies of Nation and Hulme (1997), Nittrouer (1996), and Snider (1997). The results indicate that students with speech problems, from low socioeconomic status and students who perform poorly on phonemic awareness tests should be provided explicit instruction in phonemic awareness as part of beginning reading instruction.

The writer had rejected the study of by Maurer and Stevens (1997) because the students the writer will work with have not been identified as having language disabilities.

The writer accepts the research by Adams as cited by Belvins (1997), developing phonemic awareness instruction with rhyme and alliteration, oddity tasks, blending and segmenting

sounds and phonemic manipulation. The plan will include activities that are sequentially developed (Fitzpatrick, 1997). The training will include activities that will be playful and fun and placed in the context of real reading and writing based on the research by (Yopp, 1995). As recommended by Yopp (1992) as cited by Sensebaugh (1996), the phonemic awareness activities will be implemented in a group setting to encourage interaction among children. This writer will also include parental involvement through a parent workshop and letters sent home, to increase the phonemic awareness level of the target group.

CHAPTER THREE

METHOD

This practicum project was implemented over a 12 week period. The project was developed sequentially and divided into five levels of instruction as suggested by Blevins (1997). Level one, rhyme and alliteration and assonance activities were presented through the use of trade books. During week one activities to develop rhyme and alliteration were presented. During week two activities to develop assonance were introduced. Level one activities were continued through week 12.

Level two, oddity tasks, consists of four parts. The writer divided the tasks during weeks two through eight. During week two the writer presented activities of rhyme. Activities to hear beginning consonants were introduced during weeks three and four. Ending consonant tasks were presented during weeks five and six. Long vowels medial sounds were practiced during weeks seven and eight. Short vowel sounds were listened for during weeks nine and 10. During week 11 and 12 medial consonant sounds were presented.

Level three activities of oral blending were begun during week three with the target students listening for syllables. During weeks four, five and six onset and rime activities were presented. By week seven the students were able to hear sounds phoneme by phoneme.

Level four activities of oral segmentation were begun during week nine when the students were instructed to segment words by

syllables. By week 10 they were asked to hear the first sound in the word (*onset*), and then say the rest of the word (*rime*). On week 11 the target students were instructed to listen to a work and say it sound by sound and tell how many sounds they heard.

The four levels were introduced sequentially and reviewed throughout the 12 week program. Level five was not introduced. The goal of this practicum was to develop the phonemic awareness of at-risk first grade students through a variety of activities in a small group setting. Those involved in the practicum were the writer and the 10 students in the target group.

Week One

During the first week of implementation the writer individually administered the pre-post test of rhyme detection (Appendix G, p.62), the pre-post test for blending (Appendix H, p.64), and the Yopp-Singer Test of Phoneme Segmentation (Appendix I, p.66). The writer developed activities to help the students develop stronger auditory discrimination and awareness which is the first level of phonemic awareness.

Week Two

During week two, the writer introduced the students to rhyme and alliteration. The target group heard, identified and matched similar word patterns through trade books and play rhymes (Appendix K, p.70). The students participated in rhyme and alliteration activities by matching picture cards that rhyme,

oral rhyming games and illustrating pairs of words that rhyme from the trade book read to them.

Also during this week the writer taught the students to discriminate between rhyming words, by orally identifying which of a group of words did not rhyme for example: (dog, log, hat), which is in the second level of phonemic awareness; oddity tasks.

A parent letter was sent home discussing activities they can do to increase their child's sound awareness (Appendix L, p.72).

Week Three

During week three the target group continued to work on level one phonemic awareness activities which included being able to tell rhyming words for a given word. The target students were introduced to tongue twisters such as *Little Whillies Whistle Wouldn't Whistle* and *Little Boy Blue Blew a Big Blue Bubble.* Familiar books from week two were reread and new books were introduced. After reading the story One Sun by Bruce McMillian (Appendix K, p.70) about rhyming pairs also called hink pinks, the students were invited to illustrate their own pairs of rhyming words such as pink drink and clay tray, to be assembled into a class book.

The students participated in activities to isolate and categorize beginning sounds as part of level two phonemic awareness. The writer taught the target students to listen for, tap out and count syllables in spoken words such as hot-dog,

foot-ball, cup-cake, which is part of level three phonemic awareness.

Week Four

During week four the target group continued to engage in activities to promote sound similarities in spoken words through level one sound matching activities. The writer continued to work on phonemic features as beginning consonants and to select which two words end with the same sound in a series of three in level two, such as (man,pig,run),and to orally blend syllables in level three for example (can-dy, dough-nut).

Week Five

During week five the target group continued to work in rhyme and alliteration activities in order to develop stronger auditory discrimination and awareness of sounds. The target group continued with activities to determine which word in a series of two to four words does not share the same beginning or final sound. The students looked at words that had parts that were the same or different.

During this week the target students continued to work on phoneme isolation activities by orally blending syllables. The writer introduced blending onsets and rimes as part of level three phonemic awareness some examples would be b-ike, p-et.

The students took home a parent letter inviting them to

come to Family Reading Night where there was a short parent workshop to encourage parents to use stories to develop their child's awareness of sounds and letters (Appendix M, p.76).

Week Six

During week six the target group continued working on sound matching and syllable counting activities in the first level of phonemic awareness training. The target students continued working on activities to identify which two words in a series of three, begin or end with the same consonant sound. The target group continued to work on activities to orally blend syllables and onsets and rimes in the third level of phonemic awareness.

In order to monitor progress with rhyme, the students were given an activity sheet to be done independently (Appendix N,p.78).

Week Seven

During week seven, the target group continued to work on level one; rhyme and alliteration, level two; oddity tasks which focused on listening for the medial sound in words. The writer introduced students to listen to word parts phoneme by phoneme and to blend the sounds together to form a word, for example, p-i-g, pig; as part of level three of phonemic awareness training.

Week Eight

During week eight, a check-up sheet was distributed to monitor progress with hearing ending sounds in words (Appendix O, p.80). The target group continued to develop phonemic awareness through participation in activities in rhyme and alliteration, oddity tasks, and orally blending syllables, blending onsets and rimes, and blending words phoneme by phoneme.

During this week the students were introduced to listening for the medial long vowel sound in spoken words.

Week Nine

During week nine, the writer introduced level four of phonemic awareness training; oral segmentation of sounds in words. The target group worked on activities to orally segment words syllable by syllable for example, table would be ta-ble. The target students continued to develop phonemic awareness through rhyme and alliteration, oddity tasks and orally blending sounds.

Week Ten

During week 10, the target students continued to work on orally segmenting words by syllables. During this week the writer introduced orally segmenting sounds by onset and rime for example cup would be c-up.

The target students continued to strengthen their phonemic awareness of levels one, two and three through trade books and songs and games.

Week Eleven

During week 11, the writer introduced orally segmenting words phoneme by phoneme through the use of Elkonin Boxes which has been used in Reading Recovery to help low achieving readers focus on the sound in words(Clay 1985). This activity involved a series of connected boxes which were drawn across a page. The number of boxes represented the number of sounds heard in the given word, for example, hat would be represented by three boxes. As the teacher said the word, counting chips were moved into each box from left to right as each sound is said. The child was encouraged to join in and to eventually take over. The chips are later replaced with the letter that represents the given sound. The target students participated in activities in levels two, three, and four of phonemic awareness training. The students took home parent letter three to encourage sound play and interactive story telling (Appendix P, p.82).

Week Twelve

During week 12 of phonemic awareness training the writer individually administered the teacher adapted pre-post test of rhyme detection (Appendix G,p.62), the teacher adapted pre-post test of blending Appendix H,p.64), and the Yopp-Singer pre-posttest of segmentation (Appendix I,p.66).

CHAPTER FOUR

RESULTS

The practicum project contains three measurable objectives that were developed to determine the development of phonemic awareness of the target students who were identified as at risk in reading. The overall goal of the program was to increase the students' phonemic awareness in order to be able to make sense of the alphabetic principle and become successful independent readers.

The first objective was constructed to measure the student's ability to hear, identify and match similar word patterns using the pre-post test of rhyme detection (Appendix G, p.62). This test consisted of 20 pairs of words that either do or do not rhyme. The test was administered individually to each student. The results of the pre-test indicated that four of the 10 target students scored 80% or better. When given the post-test, seven of the 10 students scored 80% or better. Data results indicate that Objective One was not met successfully (Appendix J, p.68). The objective stated that 8 out of the 10 target students would score 80% or better on the post test in order to be met successfully. The results suggest that the instructor needs to continue instruction with hearing word patterns.

Objective Two was designed to determine if the target students were ale to blend sounds together to form spoken words. The test consisted of 30 short words. The first 10 had two

phonemes that were segmented into two parts; the second 10 words had three or four phonemes that were segmented into two parts; and the third set of 10 words were three to four phonemes in length and could be segmented into three parts. Each word was read and the child was asked to guess what word was being said. The test was administered individually. The results of the pre-test indicated that none of the students scored 80%. When given the post-test the anticipated goal was achieved with eight of the 10 target students scoring 80% or better (Appendix J, P.68). The writer attributes the success of this objective with the students being more actively involved in the activities that were designed to meet this objective. Objective One was more abstract and the students were not able to physically interact as much as they did with Objective Two.

Objective Three was created to determine if the target students were able to separately articulate sounds of a spoken word in order. The Yopp-Singer Test of Phoneme Segmentation (Appendix I, P.66) was administered individually to each target student. Words were selected for inclusion on the basis of feature analysis and word familiarity. The pre-test results verified that none of the students were phonemically aware. None of the students scored more that one out of 22 items correct or .45%. When given the post-test six of ten target students met the objective with scores at or above the required 80%. Of the remaining students the lowest score obtained was 14%.

This student was absent with chicken pox during the week of initial instruction. The remaining three students scored between 45% and 64% correct. This objective was not met, however significant gains were achieved for nine of the 10 target students since the pre-test scores were obtained. The final level of phonemic awareness instruction on which this objective was based was only begun during week 11 of the 12 week practicum project. The writer will proceed with this project to continue to strengthen the student's phonemic awareness. This practicum writer will work with the students on level five, phoneme manipulation, as they become ready.

CHAPTER FIVE

RECOMMENDATIONS

At the conclusion of the practicum project, the writer determined that this project was worthwhile and should be continued to include level five, phoneme manipulation, of phonemic awareness training which was not introduced due to time. The target students were each able to make gains in the stated objectives and with continued instruction should be able to continue to make good progress.

The writer will encourage the kindergarten and first grade teachers at the target school to include phonemic awareness instruction in their classes. The target students found the activities enjoyable and they were not difficult to plan. The writer will be available as a resource person for any teacher who wants help.

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APPENDIXES

Appendix A

Phonemic Awareness Survey

Phonemic Awareness Survey

Teachers, I would appreciate your help by taking a few minutes to fill out this survey for a class I am currently taking.

Please indicate the grade level you are currently teaching. Your name is not necessary.

Thank you for your help.

Linda Byers

Grade level taught: (circle)

Kindergarten First Second Third Fourth

1. Are you familiar with phonemic awareness and how it differs from phonics instruction?

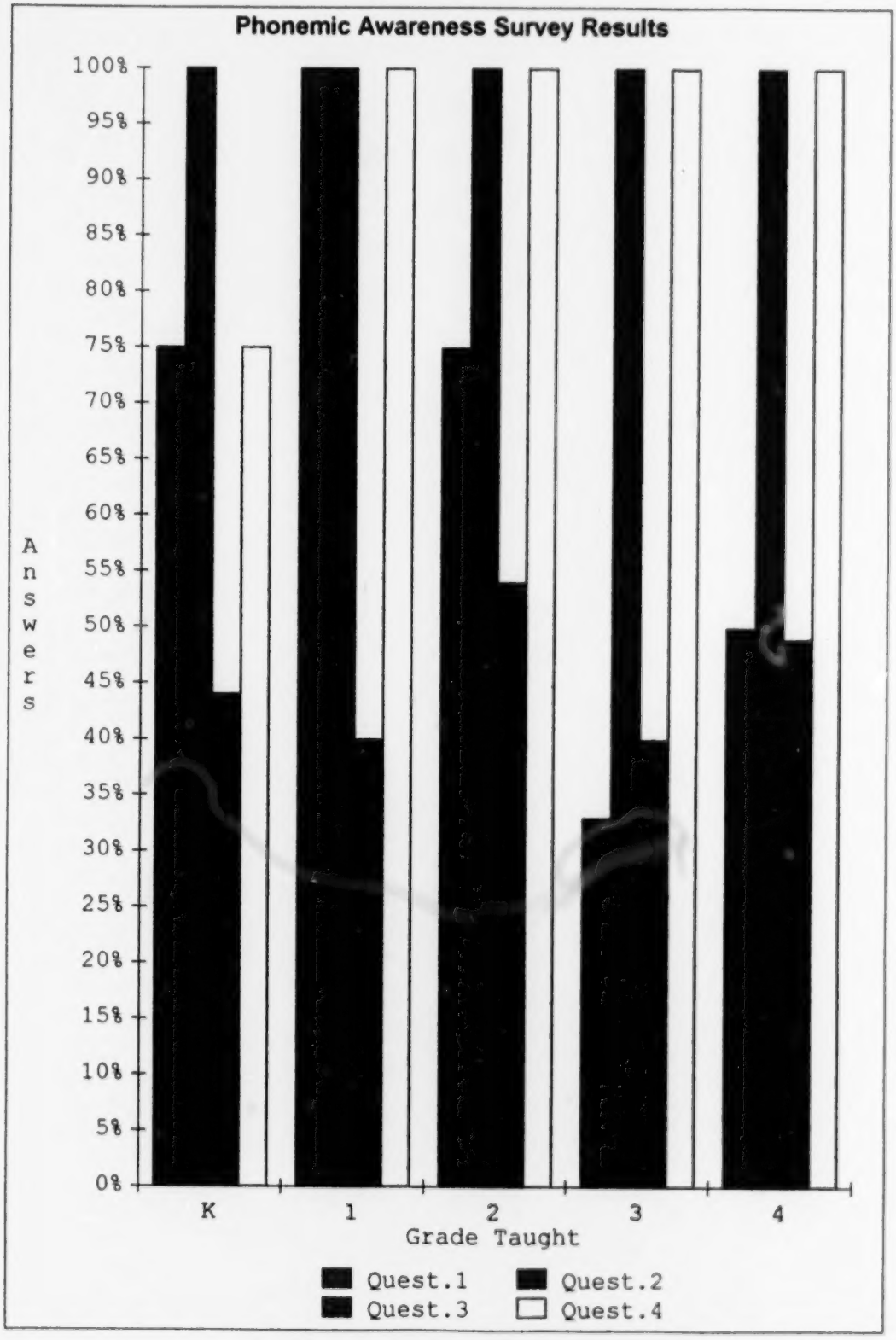
2. Do you feel that a child's phonemic awareness is significant in their being a successful reader?

3. How many students in your class are currently reading below grade level? (Please indicate the ratio, ex. 5 /22).

4. Do you feel that early phonemic awareness instruction would have benefited those children currently reading below grade level?

Appendix B

Phonemic Awareness Survey Results Graph


Phonemic Awareness Survey Results
100%
95%
90%
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
Answers
K
1
2
3
4
Grade Taught
Quest.1
Quest.2
Quest.3
Quest.4

Appendix C

Taylor Phonemic Segmentation and Blending Test

Taylor Phonemic Segmentation and Blending Test

Name:_____ Date:_____

Say, *"We're going to play a listening game. When I say c - a - b, can you tell me the word?"* (Don't blend too closely or give child too much help. If child doesn't understand, use 2 or 3 other examples which don't appear on the test.)

1. t - a - p			you say "t - a - p"
2. p - e - t			you say "p - e - t"
3. f - i - b			you say "f - i - b"
4. j - o - g			you say "j - o - g"
5. c - u - t			you say "c - u - t"
6. s - o - f - t			you say "s - o - f - t"

Say *"Now we're going to do just the opposite. I'll give you a word and you tell me the sound at the beginning, middle, and end. When I say 'sad', can you give each sound? What sound did you hear first, second, and last?"* (You may ask child to "slow it down" so you can hear each sound separately. If the child doesn't understand, use 2 or 3 examples which do not appear on the test.)

7. pat			you say "pat"
8. bet			you say "bet"
9. sip			you say "sip"
10. pot			you say "pot"
11. tub			you say "tub"
12. fast			you say "fast"

End of Year Only.

Say, *"When I show you this word (point to 'nip'), can you give each sound and blend the sounds together?"* DO NOT SAY THE WORDS FOR THIS TEST. If the child doesn't understand, use 2 or 3 examples not included in the test.

13. tan			you show "tan"
14. hem			you show "hem"
15. fig			you show "fig"
16. lot			you show "lot"
17. rug			you show "rug"
18. pest			you show "pest"

This test is in the public domain.

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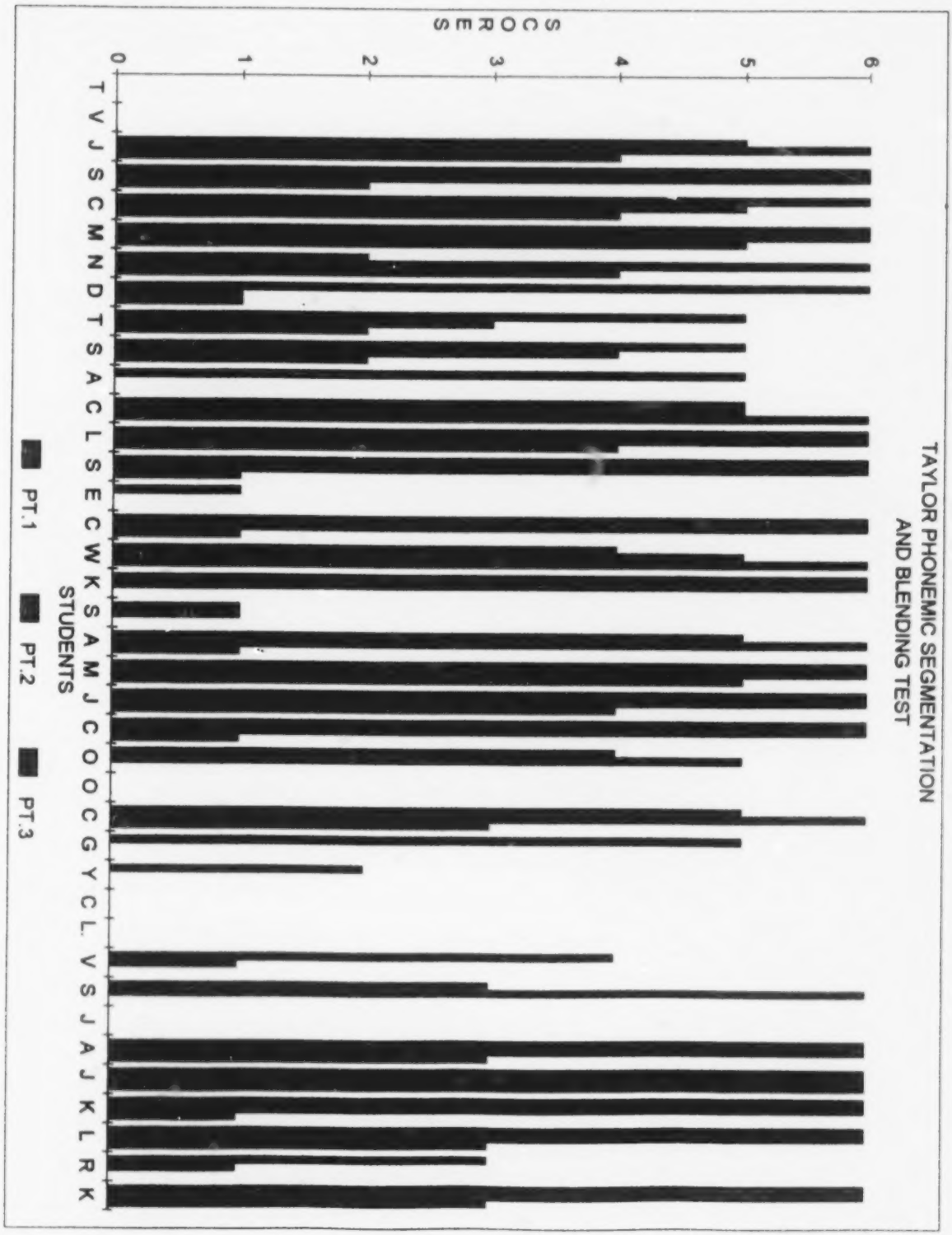
Appendix D

Taylor Phonemic Segmentation and Blending Test Graph



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Appendix E

1st Grade Diagnostic Survey Summary

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The pronouns she and he have often been used in this text to refer to the teacher and the child respectively. Despite a possible charge of sexist bias it makes for clearer, easier reading if such references are consistent.

The author and publishers permit the following observation record sheets to be copied by teachers for use with children. The commercial use of any of these observation record sheets is strictly prohibited.

- Running Record Sheet
- Record of Book Level
- Letter Identification Administration Sheet
- Letter Identification Score Sheet
- Concepts About Print Score Sheet
- Word Test Administration Sheet
- Word Test Score Sheet
- Writing Vocabulary Observation Sheet
- Writing Vocabulary Weekly Record Sheet
- Hearing and Recording Sounds in Words (Dictation Task) Observation Sheet
- Observation Survey Summary Sheet
- Observation Summary for Multiple Testings

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Chapter 1
1st Grade Diagnostic Survey Summary

Pretest

Name:_____ Date:_____

ID #:_____ Classroom Teacher:_____

School:_____ Recorder:_____

Letter Identification Score_____ x 1 =_____

Concepts About Print Score_____ x 2 =_____

Sentence Dictation Score_____ x 2 =_____

Composite Score _____

Posttest

Date:_____ Recorder:_____

Letter Identification Score_____ x 1 =_____

Concepts About Print Score_____ x 2 =_____

Sentence Dictation Score_____ x 2 =_____

Composite Score _____

LETTER IDENTIFICATION SCORE SHEET

Name:_____ Date:_____

Total number of letters identified: 54

	A	S	Word	I.R.		A	S	Word	I.R.
A					a				
F					f				
K					k				
P					p				
W					w				
Z					z				
B					b				
H					h				
O					o				
J					j				
U					u				
					a				
C					c				
Y					y				
L					l				
Q					q				
M					m				
D					d				
N					n				
S					s				
X					x				
I					i				
E					e				
G					g				
R					r				
V					v				
T					t				
					g				
				TOTALS					

Confusions:

Comment:

RECORD IN THE APPROPRIA COLUMN.

A-Alphabet (check)

S-Letter sound (check)

Word-Record word student gives.

IR-Record response student gives.

CONCEPTS ABOUT PRINT

Name:_____ Date:_____

Sand Stones
(circle one)

SCORE: ___/24

PAGE	SCORE	ITEM	COMMENT
Cover		1. Front of book	
2/3		2. Print contains message	
4/5		3. Where to start	
4/5		4. Which way to go	
4/5		5. Return sweep to left	
4/5		6. Word by word matching	
6		7. First and last concept	
7		8. Bottom of picture	
8/9		9. Begin 'The'(Sand) or 'I' (Stones) bottom line, top OR turn book	
10/11		10. Line order altered	
12/13		11. Left page before right	
12/13		12. One change in word order	
12/13		13. One change in letter order	
14/15		14. One change in letter order	
14/15		15. Question mark (name or meaning)	
16/17		16. Period (name or meaning)	
16/17		17. Comma (name or meaning)	
16/17		18. Quotation Marks (name or meaning)	
16/17		19. Locate Mm Hh (Sand) OR Tt Bb (Stones)	
18/19		20. Reversible words was, no	
20		21. One letter: two letters	
20		22. One word: two words	
20		23. First and last letter of word	
20		24. Capital letter	

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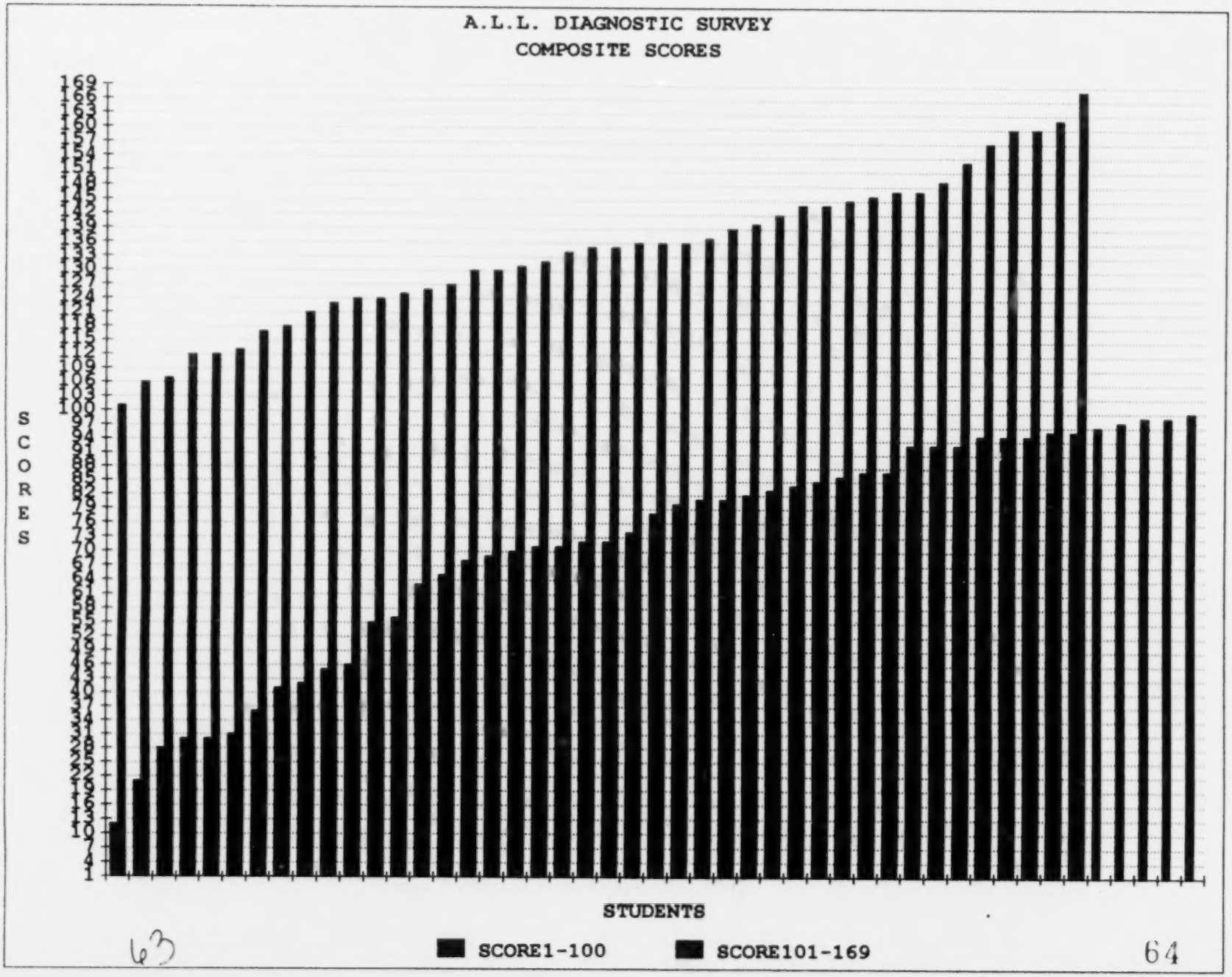
DICTATION TEST

Name:_____ Date:_____

TEST SCORE: ⁄ 37

Appendix F

A.L.L. Diagnostic Survey Composite Scores


A.L.L. DIAGNOSTIC SURVEY
COMPOSITE SCORES
SCORES
STUDENTS
SCORE1-100
SCORE101-169

Appendix G

Pre-Post Test: Rhyme Detection

Pre-Post Test: Rhyme Detection

Name:_____ Date:_____

Say: Rhymes are words that sound the same at the end. **hat** and **cat** rhyme. They sound the same at the end. Coat and Boat rhyme. They both end like **oat**. Does **man** rhyme with **can**? Yes, they both sound the same at the end. Does **hop** rhyme with **fall**? No, they don't sound the same at the end. **Hop** ends with **op** and **fall** ends with **all**. Now I am going to say some words and I want you to tell me if they rhyme.

Score 1 point for each correct response.

1. _____ cat-fat
2. _____ pen-hen
3. _____ sit-hit
4. _____ cup-dog
5. _____ cut-nut
6. _____ book-game
7. _____ mom-boy
8. _____ pig-big
9. _____ cow-bird
10. _____ skate-car
11. _____ nose-rose
12. _____ see-be
13. _____ coat-bed
14. _____ rake-cake
15. _____ dog-bird
16. _____ king-fish
17. _____ hop-mop
18. _____ pet-pan
19. _____ sock-hat
20. _____ mice-rice

Score: _____/20

This was an adaptation of a study by Yopp (1988) as described in the article by Griffeth, P.,& Olson, M. (1992). Phonemic awareness helps beginning readers break the code. The Reading Teacher, 45 (7), 516-523

Yopp reported a mean score of 15 correct out of 20 when a similar assessment was used with kindergarten children.

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Appendix H

Pre-Post Test: Blending

Pre-Post Test: Blending

Name:_____ Date:_____

Say: I will say words in a secret language, and you try to guess what word I am saying. Example, **d-og**; what word did I say? **Dog.**

Score 1 point for each correct response.

1.	_____ i-f	11.	_____ r-ed	21.	_____ o-l-d
2.	_____ o-n	12.	_____ w-ill	22.	_____ h-o-t
3.	_____ u-p	13.	_____ n-ot	23.	_____ s-i-ck
4.	_____ w-e	14.	_____ t-all	24.	_____ r-u-n
5.	_____ a-t	15.	_____ l-et	25.	_____ s-i-t
6.	_____ i-t	16.	_____ d-ad	26.	_____ m-a-n
7.	_____ s-ee	17.	_____ st-op	27.	_____ p-e-t
8.	_____ m-e	18.	_____ s-ick	28.	_____ c-u-te
9.	_____ s-ay	19.	_____ k-ite	29.	_____ l-oo-k
10.	_____ u-s	20.	_____ w-ith	30.	_____ w-i-sh

Score:____/30

This was an adaptation of a study by Yopp (1988) as described in the article by Griffeth, P.,& Olson, M. (1992). Phonemic awareness helps beginning readers break the code. The Reading Teacher, 45 (7), 516-523

The mean score in Yopp's (1988) study for kindergarten children performing this task was 20 words correct.

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Appendix I

Yopp-Singer Test of Phoneme Segmentation

Yopp-Singer Test of Phoneme Segmentation

Student's name _____ Date _____

Score (number correct) _____

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old," you should say /o/-/l/-/d/." (**Administrator**: Be sure to say the sounds, not the letters, in the word.) Let's try a few together.

Practice items: (Assist the child in segmenting these items as necessary.)

ride, go, man

Test items: (Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

1. dog	_____	12. lay	_____
2. keep	_____	13. race	_____
3. fine	_____	14. Zoo	_____
4. no	_____	15. Three	_____
5. she	_____	16. Job	_____
6. wave	_____	17. In	_____
7. grew	_____	18. Ice	_____
8. that	_____	19. At	_____
9. red	_____	20. Top	_____
10. me	_____	21. By	_____
11. sat	_____	22. Do	_____

The author, Hallie Kay Yopp, California State University, Fullerton, grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of the test.

This test is in the public domain.

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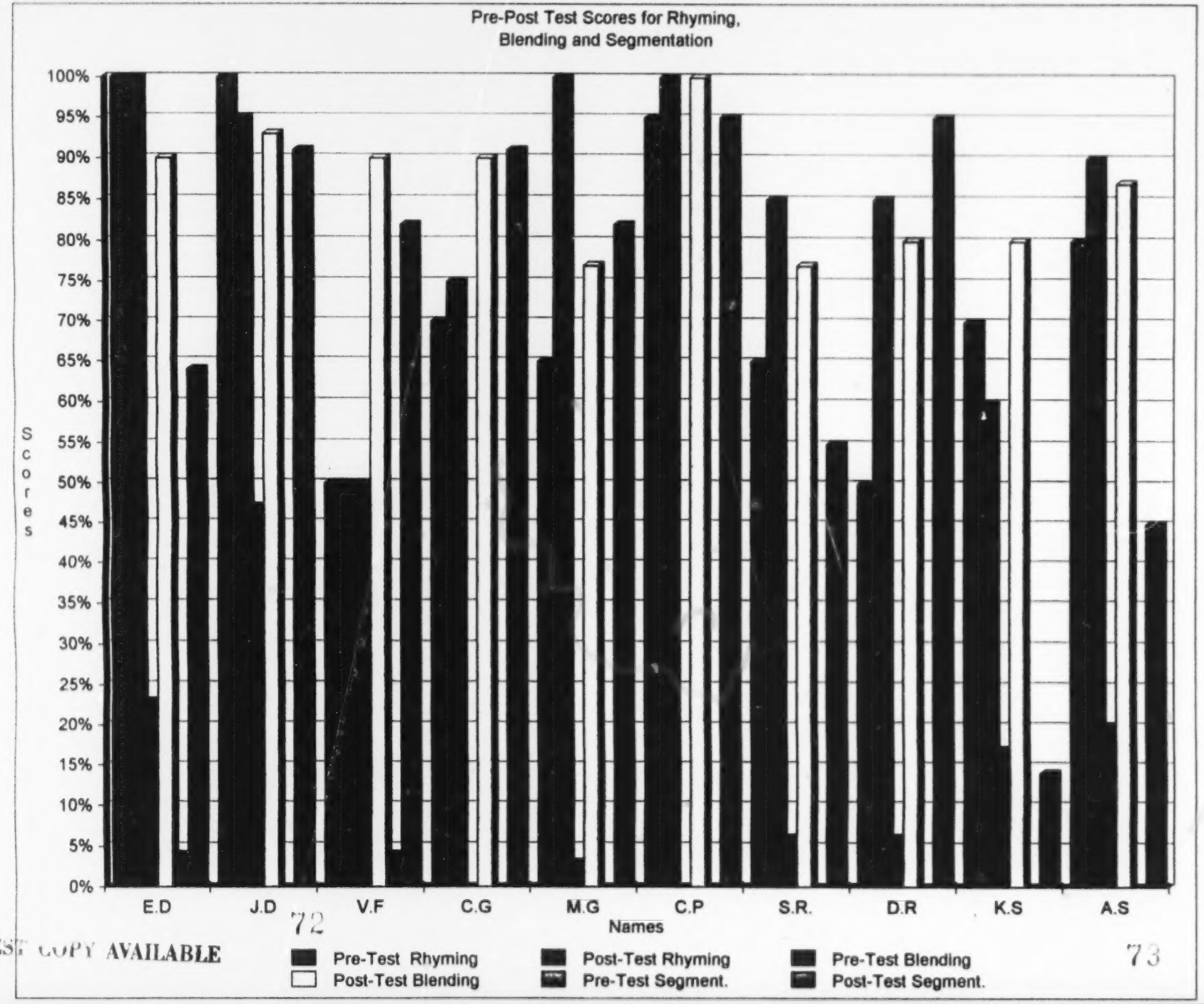
Appendix J

Pre-Post Test Graph



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Appendix K

Resources

TRADE BOOKS

Adams, P. (1973). There was an old lady who swallowed a fly. Singapore: Child"s Play (International) Ltd.Brown, M. (1947).

Adams, P. (1974) . This old man. Singapore: Child's Play (International) Ltd.

Ahlberg, J. & Ahlberg, A. (1978). Each peach pear plum. NY: Scholastic INC.

Barchas, S. (1975). I was walking down the road. NY: Scholastic Inc.

Brown, M. (1947). Goodnight moom. Harper Collins.

Cameron, P. (1961). I can't said the ant. N.Y: Scholastic.

Cerf, B. (1961). More riddles. NY : Random House.

Chmielewski, G. (1986). Smile a-while tongue twisters. Fl: Rourke

Emberley, B. (1967). Drummer hoff. NY: Simon and Schuster.

Galdone, P. (1968). Henny penny. USA: Seabury Press, Inc.

Gelman, R. (1977). More spaghetti, I say. NY: Scholastic Inc.

Hutchins, P. (1974). The wind blew. NY: Scholastic INC.

Johnson, M. (1991). The itsy bitsy spider. Texas: DLM.

Kellog, S. (1984). A my name is alice. NY : Dial Books.

McMillian, B. (1990). One sun. N. Y. : Scholastic Inc.

Pienkowski, J. (1989). Oh my a fly. CA: Price Stern Sloan.

Sendak, M. (1962). Chicken soup with rice. USA: Harper.

Shaw, N. (1986). Sheep in a jeep. Boston: Houghton Mifflin Company.

Suess, Dr. (1963). Dr. suess a b c. N.Y: Random House.

Suess, Dr. (1968). The foot book. NY: Random House.

Suess, Dr. (1963). Hop on pop. NY: Random House.

Westcott, N. (1987). Down by the bay. NY: Crown Publishers, I

TEACHER RESOURCES:

Adams, M., & Foorman, B., & Lundberg, I., & Beeler, T. (1998). Phonemic awareness in young children. Maryland: Paul H. Brookes Publishing.

Blevins, W. (1997). Phonemic awareness activities for early reading success. NY: Scholastic INC.

Brown, M. (1987). Play rhymes. NY: Scholastic INC.

Colgin, M. (1982). One potato, two potato, three potato, four. MD: Gryphon House.

Ericson, L., & Juliebo, M. (1998). The phonological awareness handbook for kindergarten and primary teachers. Delaware: International Reading Association.

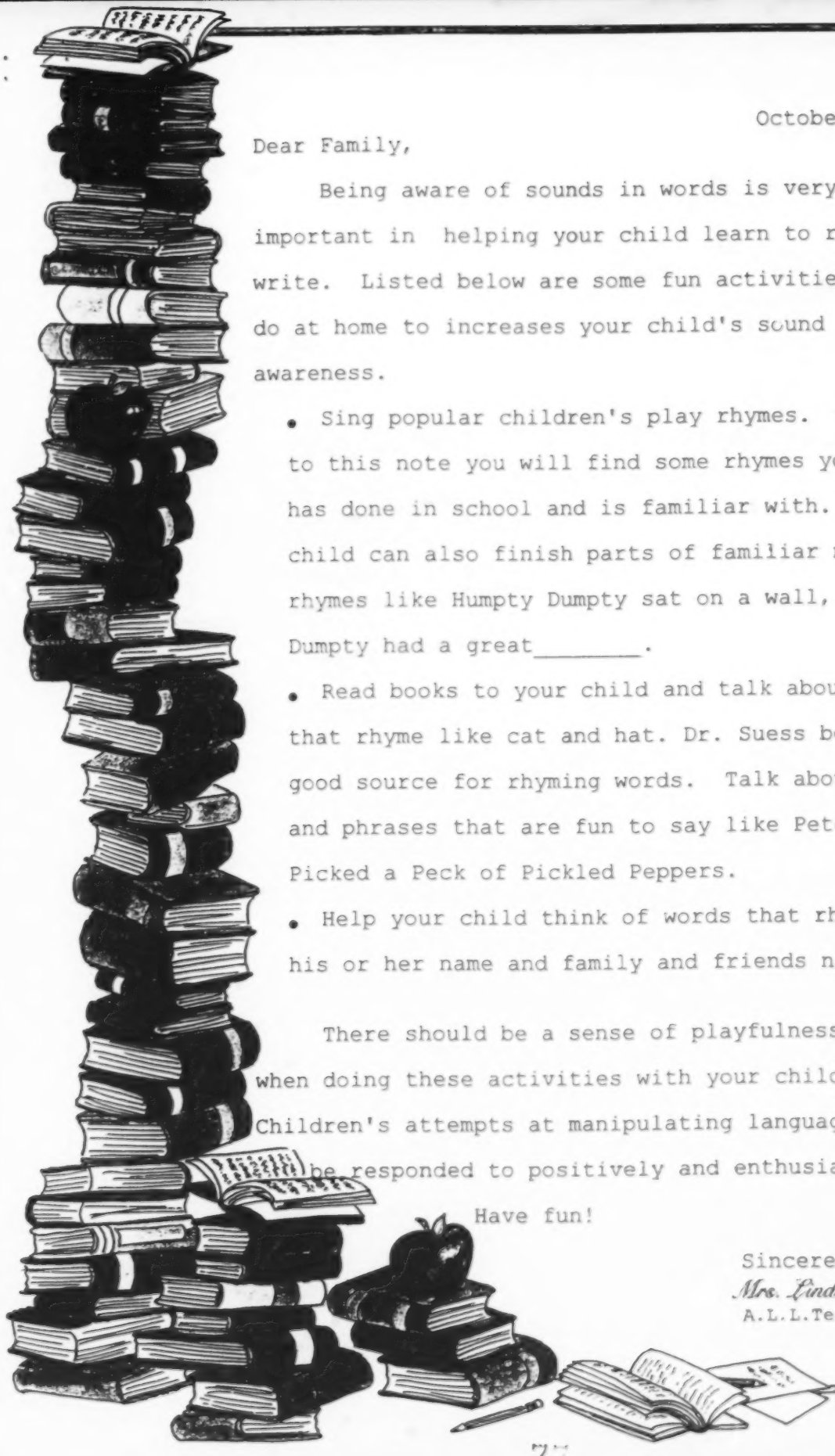
Fitzpatrick, J. (1997). Phonemic awareness playing with sounds to strengthen beginning reading skills. CA: Creative Teaching Press, Inc.

Lee, D. (1974). Alligator pie. Canada: Macmillan.

Schmidt, B., & Poe, M. (1987). Willie Mc. Gurkle and friends. MA: Curriculm Associates, INC. : Scholastic, Inc.

Appendix L

Family Letter 1



October 15,1998

Dear Family,

Being aware of sounds in words is very important in helping your child learn to read and write. Listed below are some fun activities you can do at home to increases your child's sound awareness.

- Sing popular children's play rhymes. Attached to this note you will find some rhymes your child has done in school and is familiar with. Your child can also finish parts of familiar nursery rhymes like Humpty Dumpty sat on a wall, Humpty Dumpty had a great_____.
- Read books to your child and talk about words that rhyme like cat and hat. Dr. Suess books are a good source for rhyming words. Talk about words and phrases that are fun to say like Peter Piper Picked a Peck of Pickled Peppers.
- Help your child think of words that rhyme with his or her name and family and friends names.

There should be a sense of playfulness and fun when doing these activities with your child. Children's attempts at manipulating language should be responded to positively and enthusiastically.

Have fun!

Sincerely,
Mrs. Linda Byers
A.L.L.Teacher

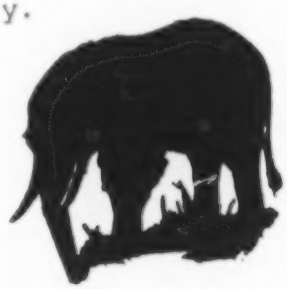
TEDDY BEAR, TEDDY BEAR
Anonymous

Teddy Bear, Teddy Bear, turn around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, show your shoe.
Teddy Bear, Teddy Bear, I love you.
Teddy Bear, Teddy Bear, go upstairs.
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, switch off the light.
Teddy Bear, Teddy Bear, say good night.

Colgin, M.L. (1982). One Potato, Two Potato, Three Potato Four. Mt. Rainer, MD: Gryphon House.

MISS MARY MACK

Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back.
She asked her mother, mother, mother
For fifteen cents, cents, cents
To see the elephants, elephants, elephants
Jump over the fence, fence, fence.
They jumped so high, high, high
They touched the sky, sky, sky
And they never came down, down, down
'Till the Fourth of July, July, July
And they never came down, down, down
'Til the Fourth of July.



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ALLIGATOR PIE
BY Dennis Lee

Alligator Pie, alligator pie,
If I don't get some I think I'm gonna die.
Give away the green grass, give away the sky,
But don't give away my alligator pie.

Alligator stew, alligator stew,
If I don't get some I don't know what I'll do.
Give away my furry hat, give away my shoe,
But don't give away my alligator stew.

Alligator soup, alligator soup,
If I don't get some I think I'm gonna droop.
Give away my hockey-stick, give away my hoop,
But don't give away my alligator soup.

Appendix M

Family Letter 2

Dear Parents,

I would like to extend a special invitation to you to come and bring your children to our first family reading night this year.

From 6:30-7:00 p.m. Mrs. Linbardt and I will be giving some ideas, tips, and hand-outs to make reading with your child a quality time spent together. From 7:00-8:00 p.m. students and their families will read their favorite books and take Accelerated Reading tests if they desire.

We will have snacks and door prizes.

Hope to see you there!
Mrs. Linda Byers
A.L.L. Teacher

YOU ARE INVITED

WHAT: Family Reading Night

WHEN: October 22, 1998

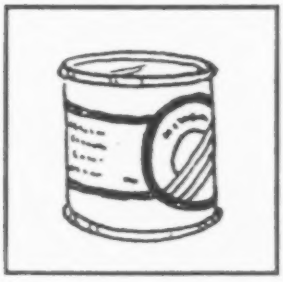
TIME: 6:30-8:00 p.m.

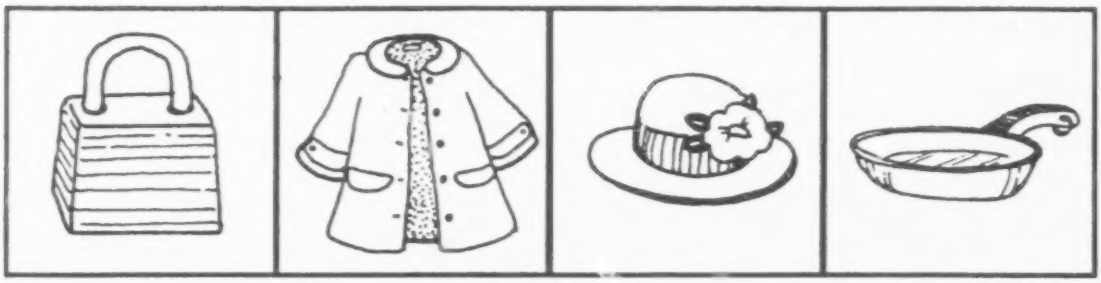
WHERE:

Appendix N

Rhyme Activity Sheet

Rhyme Time





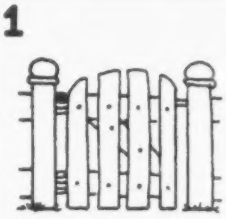
Blevins, W. (1997). Phonemic awareness activities for early reading success NY: Scholastic INC.

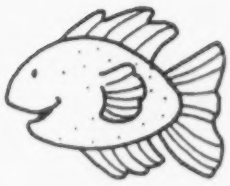
Appendix O

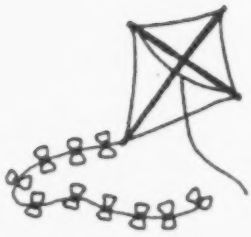
Ending Sound Sheet

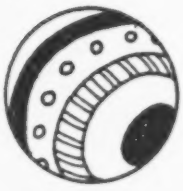
How Does It End?

1



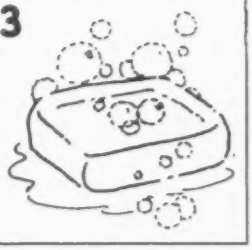


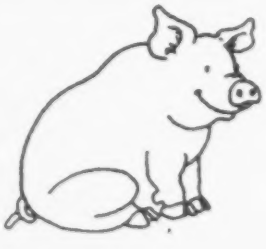




2

3





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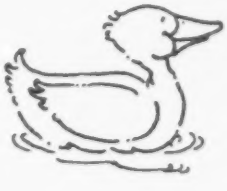
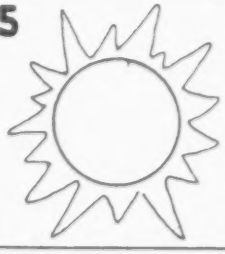
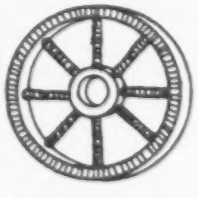


5

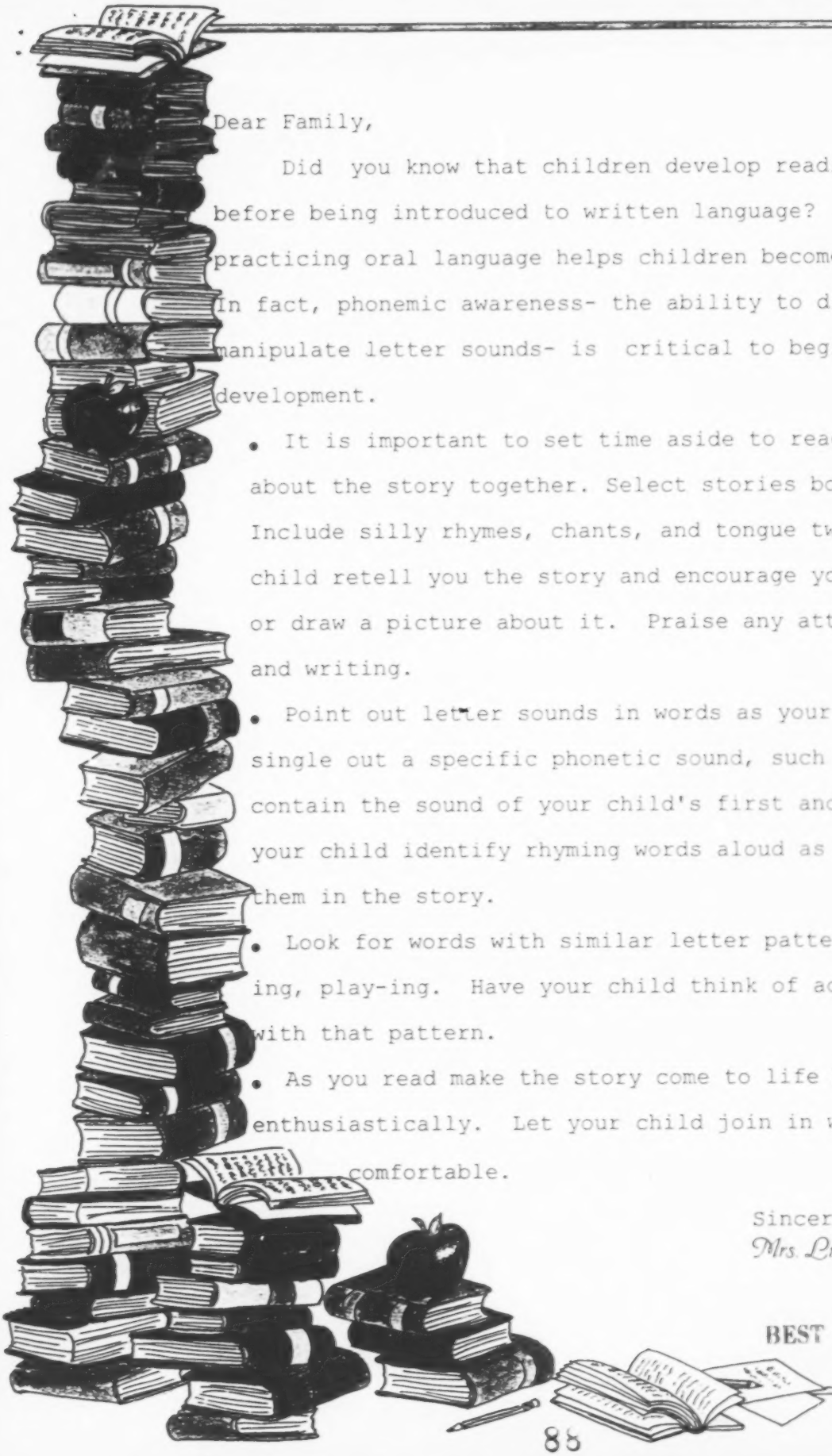




Blevins, W. (1997). Phonemic awareness activities for early reading success. NY. Scholastic INC.

Appendix P

Family Letter 3



Dear Family,

Did you know that children develop reading skills long before being introduced to written language? Playing with and practicing oral language helps children become better readers. In fact, phonemic awareness- the ability to differentiate and manipulate letter sounds- is critical to beginning reading development.

- It is important to set time aside to read often and talk about the story together. Select stories both of you enjoy. Include silly rhymes, chants, and tongue twisters. Have your child retell you the story and encourage your child to write or draw a picture about it. Praise any attempts at reading and writing.
- Point out letter sounds in words as your read. Perhaps single out a specific phonetic sound, such as those that contain the sound of your child's first and last name. Have your child identify rhyming words aloud as you point to them in the story.
- Look for words with similar letter patterns such as jump-ing, play-ing. Have your child think of additional words with that pattern.
- As you read make the story come to life by reading enthusiastically. Let your child join in when he/she feels comfortable.

Sincerely,
Mrs. Linda Byers

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